The St Andrews Conversion Diploma in Philosophy

Handbook 2018/19
M-Skills – University Development Programme for MLitt and Conversion Diploma Students

M-Skills welcome sessions: Monday 10 September 2018 Parliament Hall, South Street
11.00–12.00, 12.15–13.15, 13.30–14.30 and 14.45–15.45

M-Skills comprises a number of workshops, lectures, online resources, mentoring schemes and networking events. The programme is a great way for you to get ahead of the competition and develop your skills whilst you study. M-Skills concentrates on four different areas, and some particular events and resources have been highlighted below:

1. Making the most of St Andrews
2. Getting through your course
3. What comes next?
4. Getting set for the workplace

There are 3 ways to keep in touch with what’s happening every week:
1. Via this webpage: http://www.st-andrews.ac.uk/pgstudents/academic/advice/mskills/
2. Via the M-Skills facebook page: www.facebook.com/MSkills
3. Via e-newsletters which you should automatically receive.

There’s a special M-Skills Moodle page which you’ll need to enrol on using your student ID. Here you’ll find online skills workshops on topics like Professional Conduct, Leadership and Presentation Skills; useful links and resources to help you develop your IT skills.
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1. Welcome from the Director of the Programme

We would like to welcome you to the Conversion Diploma Programme in Philosophy at St Andrews.

The University of St Andrews has historically been home to two departments for the study of philosophy, namely the Department of Moral Philosophy and the Department of Logic and Metaphysics. You’ll see this historical fact reflected in the two separate entrances to Edgecliffe, the building on the Scores in which we are housed. Nowadays, Philosophy is one unit within the School of Philosophical, Anthropological, and Film Studies, offering a set of degree programmes, and we now refer to the unit simply as 'the Department of Philosophy'.

The Department of Philosophy is a thriving academic community committed to providing excellence in teaching and research in the field of philosophical enquiry. In the latest UK-wide assessment of the research of UK universities (REF 2014) the philosophy department was ranked 1st in Scotland and 5th in the UK (by grade point average). 83% of research was assessed as either 4* or 3*. Our undergraduate programme is research-led and closely informed by the research of the staff in the department. In the National Student Survey over the last few years, the Department of Philosophy has regularly received a 100% score for student satisfaction.

The Department of Philosophy in St Andrews is based in Edgecliffe on The Scores. This is also where you will find the Departmental Office: Diane MacLachlan is the Postgraduate Course Administrator and will be happy to help you in person and welcome you to the Department. The Department has excellent facilities. A significant amount of your teaching will take place within Edgecliffe and this is where you will find the Departmental Office. Audrey Horsburgh and Lucie Wight are the Course Administrators for undergraduate modules—which are the modules you will take on the Conversion Diploma—and will be pleased to help you in person and welcome you to the Department.

Our welcome event for all incoming Conv Dip students takes place at 2pm on Tuesday 11th September 2018 in Room 104 of Edgecliffe, the St Andrews philosophy building. We hope to see you all there!

We hope that you will work hard this year and enjoy your time in the Department of Philosophy.

Best Wishes for a successful year!

Dr Patrick Greenough, Director of the Conv Dip Programme
2. Welcome from The Philosophy Society.

Welcome to St Andrews, and congratulations! You are now part of one of the best philosophy communities in the world. Over the coming years, you will have the chance to benefit from the truly impressive quality of teaching offered by our dedicated staff, and you will be encouraged to make the most of your academic experience. That is what I knew and expected when I first arrived here two years ago. What I did not expect was that I would also find a society of keen undergrads who, like me, enjoy the pleasures in life. That is, engaging with philosophy, and not just by sitting alone in an armchair reading books – however much I recommend that too – but also attending talks, debates, and socials, accompanied by free wine and fellow philosophers.

Our events are usually held on Monday evenings in The Arts Lecture Theatre, on the Scores. From ethics to metaphysics, and from philosophy of religion to philosophy of sex, PhilSoc hosts talks on all sorts of interesting topics in philosophy by some of the world's most renowned philosophers, from St Andrews and beyond. This is a great way to learn about topics you might find interesting that are not always covered in the modules you take, while also engaging with the speaker in a friendly setting, either at the Q&A following each talk or at the pub where the speaker often joins us for a pint afterwards. When we don't host talks or the occasional debate, we organise laid-back socials, including fun pub quizzes (don't worry, we won't quiz you on your knowledge of philosophy).

Besides our events, we also publish the biannual undergraduate academic journal Aporia, which attracts submissions from all over the world – for our last issue we received papers from three different continents! It is a great opportunity to learn a bit more about what fellow undergrads find interesting in philosophy, either by reading its current or past issues or by getting involved in helping getting it published. And since we are always looking for new contributors, if you have any good ideas for articles, we'll be delighted to hear from you.

You can get involved to any degree you would like, from dropping by to attend a couple talks that seem particularly interesting to you, to joining the committee and helping run the society. If you want to know more about the Philosophy Society, check out our website at https://sites.google.com/site/standrewsphilsoc/, like our page and join our group on Facebook, follow us on Twitter, or drop us a line at philsocmail@st-andrews.ac.uk. We look forward to philosophizing with you soon!

Kimon

President of the Philosophy Society
3. Welcome from the Philosophy School President.

Hello everybody! I am Sophia and I will be your Philosophy School President for this academic year. My role is to represent your voices, from your ideas to your questions to your concerns, within the Department of Philosophy. You can think of me as a medium between you, the Department and the Student Union. The Philosophy Department has a lot to offer its students and it has played a pivotal part in my university experience so far. Thus, I aim to make studying philosophy equally as enjoyable for each of you, especially by maintaining the close student-staff bonds and by fostering the relationships between the different years, such as through events and the new Philosophy Buddy Scheme!

Please feel free to email me at any time or to come by my office hours, the day and timings of which I will confirm in an email during Semester 1, Week 1! I am more than happy to hear any ideas or suggestions for improvements which you may have.

To the new philosophers joining our philosophy community, I would like to say a big hello and welcome! To all our lovely returning philosophy students, I would like to extend a warm welcome back! I am greatly looking forward to meeting you all and being able to represent your voices to the best of my abilities.

Have a wonderful year and wishing you the best of luck!

Sophia Rommel

Philosophy School President: 2018-2019 (philosophypresident@st-andrews.ac.uk)

4. This Handbook.

This handbook is designed to provide all of our Conversion Diploma students with essential information about the Philosophy Department and the Conv Dip Programme. Please make sure to read it carefully and retain it as a source of reference through the year.

You should also refer to the University Student Handbook. This includes information on: Academic Information, Academic Regulations and Codes of Practice, Employment, Financial Information, Health, Library and Information Services, Student Organisations, Student Services and Student Support and Guidance. The handbook also offers straightforward advice on issues relating to the codes which represent University policy. It can be found on-line at:

http://www.st-andrews.ac.uk/studenthandbook

5. Key People

The Director of the Conversion Diploma Programme is Dr Patrick Greenough (extension 2481, room 203, pmg2@st-andrews.ac.uk). He is your point of contact as regards any issues that may be affecting your academic progress.

The Director of Graduate Studies is Dr Justin Snedegar (extension 2411, room B11, js280@st-andrews.ac.uk).

The Deputy Director of Graduate Studies is: Dr Derek Ball (extension 1795, room 110, db71@st-andrews.ac.uk).
Ms Diane MacLachlan (extension 2487, room G07, sasp@st-andrews.ac.uk) is the Postgraduate Course Administrator for the Programme. Diane is your first point of contact if you have any queries about the Programme.

Undergraduate Course Administrators:

Mrs Lucie Wight and Miss Audrey Horsburgh ext. 2486, philosophy@st-andrews.ac.uk School Office, room G09 Edgecliffe. Lucie and Audrey will help you with queries as regarding your modules and teaching issues more generally.

Opening hours: 9.00 – 13.00 and 14.00 – 17.00

The main Philosophy Departmental Office is in Room G09, Edgecliffe.

Semester 1 Module Coordinators:

PY1010 Mind & World  
PY1011 Moral & Political Controversies  
PY2010 Intermediate Logic  
PY2011 Foundations of Western Philosophy  
PY3100 Reading Philosophy 1  
PY4618 Animals, Minds, Language  
PY4639 Philosophy of Creativity  
PY4644 Rousseau  
PY4648 Conceptual Engineering  
PY4650 Philosophy, Feminism and Gender  
PY4652 Philosophy of Human Rights  
PY4657 Philosophy and Economics

PY1012 Reasoning  
PY1013 The Enlightenment  
PY2012 Meaning & Knowing  
PY2013 Moral & Aesthetic Value  
PY3200 Reading Philosophy 2  
PY4607 Continental Philosophy from Descartes to Leibniz  
PY4611 Classical Philosophy  
PY4614 Philosophy of Mind

Dr Simon Prosser, ext. 2473, sjp7.  
Dr Lisa Jones, ext2489, lj14  
Dr Aaron Cotnoir, ext4438, ac117  
Prof Sarah Broadie, ext 2494, sjb15  
Dr Patrick Greenough, ext 2481, pmg2  
Dr Derek Ball, ext, db71  
Dr Berys Gaut, ext, bng  
Prof James Harris, ext 2432, jah15  
Dr Patrick Greenough, ext 2481, pmg2  
Dr Walter Pedriali, ext2403, gbp1  
Dr Elizabeth Ashford, ext2470, ea10  
Dr Ben Sachs, ext 4439, bas7

Semester 2 Module Coordinators:

Dr Kevin Scharp, ext 2453, ks70  
Prof James Harris, ext 2432, jah15  
Dr Walter Pedriali, ext 2403, gbp1  
Dr Justin Snedger, ext 2411, js280  
Dr Elizabeth Ashford, ext 2470, ea10  
Dr Alex Douglas, ext 4437, and

Dr Barbara Sattler, ext 2474, bs21  
Dr Simon Prosser, ext 2473, sjp7
Questions about academic matters (such as course material, essays, exams) should in the first instance be addressed to your tutor or lecturer. You may also take such questions to your Module Coordinator, who is responsible for the day-to-day running of the module, or to the Sub-Honours Coordinator, or to the Director of Teaching.

**Contact for reporting Special Circumstances and/or advice on S coding:** Examinations Officer Dr Simon Prosser, ext. 2473, sjp7

**Student support and guidance advice:**
Director of Teaching, Dr Lisa Jones, ext. 2489, phildot

**Examinations Officer:** Dr Simon Prosser, ext. 2473, sjp7

**Disability Coordinator:** Mrs Claudia Cisneros-Foster, ext. 2817, ccf2

**Contact for reporting absence from classes or examinations:** Undergraduate Course Administrators, Mrs Lucie Wight and Miss Audrey Horsburgh, ext. 2486, philosophy@st-andrews.ac.uk, School Office, room G09 Edgecliffe (Opening hours: 9.00 – 13.00 and 14.00 – 17.00)

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**6. Initial Meeting for Conv Dip Students and Reception**

All Conversion Diploma Philosophy students should attend an initial meeting at 2pm on Tuesday 11 September in Room 104, Edgecliffe. This will be followed at 5.30pm by a party for all Philosophy graduate students in Edgecliffe. This is an opportunity for you to get to know one another, and also to meet returning graduate students and members of staff.

**7. Your Academic Adviser**

Your academic advisor is Dr Patrick Greenough. You should contact him – either by email or in person – to introduce yourself and, if needs be, arrange to have a brief face-to-face meeting. You should consult your Adviser for general guidance on essay planning, essay writing, academic conduct, and for advice on how best to apply for a Masters place. Finally, your Adviser is also your first point of contact to discuss any personal or health issues which may be affecting your academic performance. (Note: your Adviser is not expected to read and comment on drafts of your coursework essays.)

**8. The Graduate Reading Party**

Every year, there is a reading party for postgraduate students and staff. The Reading Party bases itself on one or another country retreat in beautiful surroundings: a fine opportunity for seeing Scotland, hiking, and sampling Scottish food and drink, with the give and take of philosophy in the evenings.

This year, the reading party will take place on the weekend of 19-22 October 2018 at the Old Inn, Carbost, Isle of Skye (http://www.theoldinnskye.co.uk). Full details of the Reading Party will be circulated at the start of the session.
9. Further Contact Information

9.1. Philosophy School President

The School President (Sophia Rommel) is your representative and his or her role is to make representations on behalf of the students within their School to the University. The broad aim of the School President system is to improve communications and cooperation between students and staff, for the mutual benefit of both. You can contact the School President directly at: philosophypresident@st-andrews.ac.uk

The School President will act as a link between the student sabbatical officers of the Students’ Association and the class representatives. The School President is the chair of the Philosophy Staff-Student Consultative Committee, will attend all President Forums, and regularly communicate issues to the Director of Teaching on behalf of students. For more information on the Staff-Student Consultative Committee and the Class Rep system, see Section 26 below. Further information about school president can be found at:

http://www.st-andrews.ac.uk/staff/teaching/engagement/presidents/

9.2. Key Contacts at the University of St Andrews

University Switchboard (01334) 476161
Student Advice & Support Centre (01334) (46)2020
Academic Registry – transcripts, graduation, fees (01334) (46)3097/2119
Academic Registry – Postgraduate – Arts/Divinity (01334) (46) 2136

9.3 Key School Contacts

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Head of School</td>
<td>Prof. Mark Harris</td>
<td>ext. 2981</td>
<td>philhos</td>
</tr>
<tr>
<td>Deputy Head of School</td>
<td>Prof. Katherine Hawley</td>
<td>ext. 246</td>
<td>kjh5</td>
</tr>
<tr>
<td>Head of Department</td>
<td>Prof. James Harris</td>
<td>ext. 2472</td>
<td>jah15</td>
</tr>
<tr>
<td>Director of Teaching</td>
<td>Dr Lisa Jones</td>
<td>ext. 2489</td>
<td>phildot</td>
</tr>
<tr>
<td>Director of Research</td>
<td>Prof. Katherine Hawley</td>
<td>ext. 2469</td>
<td>kjh5</td>
</tr>
<tr>
<td>Disability Coordinator</td>
<td>Ms Claudia Cisneros-Foster</td>
<td>ext. 2817</td>
<td>ccf2</td>
</tr>
<tr>
<td>Examinations Officer</td>
<td>Dr Simon Prosser</td>
<td>ext. 2473</td>
<td>sjp7</td>
</tr>
<tr>
<td>Health &amp; Safety Officer</td>
<td>Ms Claudia Cisneros-Foster</td>
<td>ext. 2817</td>
<td>ccf2</td>
</tr>
<tr>
<td>Honours Adviser</td>
<td>Dr Aaron Cotnoir</td>
<td>ext. 4438</td>
<td>ac117</td>
</tr>
<tr>
<td>Sub-honours Coordinator</td>
<td>Dr Alex Douglas</td>
<td>ext. 4437</td>
<td>axd</td>
</tr>
<tr>
<td>School Manager</td>
<td>Ms Claudia Cisneros-Foster</td>
<td>ext. 2817</td>
<td>ccf2</td>
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10. Semester Dates 2018/19

Full information can be found at [https://www.st-andrews.ac.uk/semesterdates/2018-2019/](https://www.st-andrews.ac.uk/semesterdates/2018-2019/)

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<thead>
<tr>
<th>Event</th>
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<tr>
<td>Orientation Week</td>
<td>Week commencing Monday 10 September 2018</td>
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<tr>
<td>Martinmas Semester</td>
<td>Monday 17 September – Friday 21 December 2018</td>
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<tr>
<td>Independent Learning Week</td>
<td>Monday 22 October – Friday 26 October 2018</td>
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<tr>
<td>Graduation</td>
<td>Thursday 6 &amp; Friday 7 December 2018</td>
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<tr>
<td>Revision Period</td>
<td>Monday 3 December – Friday 9 December 2018</td>
</tr>
<tr>
<td>Examinations</td>
<td>Monday 10 December – Thursday 20 December 2018</td>
</tr>
<tr>
<td>Christmas Vacation</td>
<td>Saturday 22 December 2018 – Friday 4 January 2019</td>
</tr>
<tr>
<td>Candlemas Semester</td>
<td>Monday 28 January – Friday 31 May 2019</td>
</tr>
<tr>
<td>Spring Vacation</td>
<td>Saturday 16 March – Sunday 31 March 2019</td>
</tr>
<tr>
<td>May Day Holiday</td>
<td>Monday 6 May 2019</td>
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<tr>
<td>Revision Period</td>
<td>Saturday 27 April – Sunday 12 May 2019</td>
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<tr>
<td>Examinations</td>
<td>Monday 13 May – Friday 24 May 2019</td>
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<tr>
<td>Graduation</td>
<td>Monday 24 June – Friday 28 June 2019</td>
</tr>
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11. Further Useful Information

11.1. Departmental Websites

The Department of Philosophy website for postgraduate students at St Andrews can be found at: [http://www.st-andrews.ac.uk/philosophy/current/pgrad/](http://www.st-andrews.ac.uk/philosophy/current/pgrad/)

The website contains full details regarding the Department and its staff, research, teaching programmes, study resources, events and activities. You should refer to it regularly.

The Department of Philosophy website at Stirling can be found at: [http://www.stir.ac.uk/arts-humanities/about/law-philosophy/](http://www.stir.ac.uk/arts-humanities/about/law-philosophy/)

11.2. Matriculation

All students must matriculate each academic session to allow them to continue with their studies and attend classes. Taught Postgraduate students are expected to matriculate during Orientation Week before Semester commences. Students should ensure that they have completed the online matriculation process by the end of Wednesday 13 September.

11.3. Student Support and Guidance

For advice and support on any issue, including academic, financial, international, personal or health matters, or if you are unsure of who to go to for help, please contact the Advice and Support Centre, North Street, 01334 462020, theasc@st-and.ac.uk.

You may wish to obtain advice and guidance from within your School in the first instance. If so you should contact your MLitt Adviser who will identify the most appropriate person to assist you.
11.4. Disability Support

If for disability reasons you require support for example; teaching and exam arrangements, please contact the Disability Team in Student Services who can provide support for a wide range of disabilities such as; learning difficulties, visual and hearing impairments, mobility difficulties, Asperger’s, mental health, long standing medical conditions and much more. See: https://www.st-andrews.ac.uk/students/advice/disabilities/

11.5. Harassment and Bullying Support

The University of St Andrews is committed to equality of opportunity and will not tolerate harassment and/or bullying of one individual or group in the University community by another. All members of the University community have the right to work and study in an environment that encourages harmonious relationships; all individuals should be treated with dignity and respect so that they can fulfil their personal potential in a professional working and learning environment.

If you are being harassed or bullied, the University will offer you support and facilitate the process to ensure resolution of the problem. Please talk to someone for help and support rather than leaving your job or studies. For more information please see

http://www.st-andrews.ac.uk/staff/policy/hr/harassmentandbullyingatworkandstudy/

11.6. Support for Caregivers

If you have care responsibilities and would like to learn what additional support is available to you to assist you during your studies at St Andrews, please contact the Advice and Support Centre, North Street, 01334 462020, theasc@st-and.ac.uk.

11.7. Relations between Staff and Students

The University promotes itself as a community where people work and/or study together. It seeks to promote harmonious relations between all members of that community, including between members of staff and students. At the same time the University regards relationships between members of staff and a student – for whom they have, or are likely to have some specific academic, professional, management or pastoral responsibility – as an important professional issue, particularly where relationships are close, intimate/or exclusive. For more information please see

https://www.st-andrews.ac.uk/staff/policy/hr/relationsbetweenstaffandstudents/

11.8. The Careers Centre

The Careers Centre exists to enable current students and graduates of St Andrews to make and successfully implement decisions about what they will do next in their lives. The Centre strives to communicate the entire range of available options and to encourage and enable individuals to identify the options which would suit them best. The Careers Centre website can be found at: http://www.st-andrews.ac.uk/careers/
11.9. CAPOD (Centre for Academic, Professional & Organisational Development)

CAPOD is the University's central point for assistance with teaching and learning. It aims to encourage excellence and innovation in learning and teaching by providing support and guidance for students and staff and its key areas are:

Learning and Study Support - help and advice on academic study skills
Maths Support Centre - one-to-one help with mathematics problems (including logic)
Study Skills Courses - one-to-one help with mathematics problems (including logic)
Study Skills Courses - one-to-one help with mathematics problems (including logic)

Introduction to Tutoring/Demonstrating and Assessment – a 1.5 day course for postgraduates who will be tutoring, demonstrating or marking in their Schools.

CAPOD's website is:  http://www.st-andrews.ac.uk/capod/

11.10. In-sessional English Language Support Service

The In-sessional English Language Support Service offers free language support to matriculated students who are non-native speakers of English. Support is offered in a number of forms, ranging from one-to-one tutorials to weekly workshops on writing, conversational speaking and grammar. Further information is available on the website:

https://www.st-andrews.ac.uk/elt/

If you would like further information, please contact Jane Brooks, In-sessional English Language Support Coordinator, ajb31@st-andrews.ac.uk.

11.11. Communication/Use of Email

Your University email account is the official means of communication for the University and you are therefore reminded that you should read your emails at least every 48 hours (particularly during the academic year). You can arrange to have your University email account automatically forwarded to your personal non-University account. However you should be aware that there may be problems with this and you should check regularly to make sure the forwarding is working.

11.12. Recording Devices in Lectures

If you have a disability or some medical condition which means that you are unable to take notes in lectures, you may seek permission from Student Services to use a voice recorder or other computer-based device to record lectures and/or tutorials. If you are not authorised by Student Services to record lectures then you must request permission from the relevant academic member of staff prior to the lecture taking place. More information is available at:

https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/recording-lectures-policy.pdf

11.13. Personal Details
You are responsible for ensuring that your contact details are kept up to date. You may do this at any time during the year via your e-Vision account which can be accessed from the Current Students section of the University home page.

11.14. Tuition Fees/Student Fees
For full information on the Tuition Fees that you will be liable to pay throughout your studies go to http://www.st-andrews.ac.uk/students/money/

Graduating in person or in absentia marks the end of your degree or diploma course of studies at the University of St Andrews. If you have been accepted onto a new degree or diploma programme at the University, the new programme is separate and distinct from the course of studies from which you are about to graduate, and you will be liable for all fees associated with that new programme.

Note: There is no graduation ceremony for the Conversion Diploma.

11.15. Purchase of Course Materials
You will be required to purchase module textbooks and coursepacks as part of your studies in Philosophy. Further details will be provided by your Module Coordinator at the start of the semester. All coursepacks will be sold via the online shop which is available at:

https://onlineshop.st-andrews.ac.uk/

and you will collect your coursepack on presentation of your receipt from the online shop at either the Departmental Office or during your first lecture.

11.16. First Aid/Safety
A first-aid box is located in Edgecliffe in room 101. The nominated First Aider in the building is Moira Gilruth (room G04, ext. 2484). Notices are displayed detailing your exit routes and assembly points in the event of fire. All students should familiarise themselves with this information.

The School Safety Officer is Ms Claudia Cisneros-Foster, School Manager (ccf2@st-andrews.ac.uk). Any hazards or safety-related incidents should be reported to the School Safety Officer or the Departmental Office (room G09, Edgecliffe) immediately.

Students are reminded that the misuse of any Safety, Fire or First Aid equipment will result in discipline.

11.17. Ethical Approval
All research in all Schools of the University that involves data collection from questionnaires, interviews of, interactive investigation of, experimentation upon or demonstrations involving living human subjects, tissues and / or other samples requires formal approval from the University Teaching and Research Ethics Committee (UTREC).

It is University policy that any research involving children under 18 should be reviewed by the UTREC Child Panel and that the researcher should hold an 'Enhanced Disclosure Scotland' (EDS)
certificate. The principal supervisor is responsible for ensuring that the student has received the appropriate ethical clearance from UTREC and the Child Panel prior to research commencing.

It is a requirement that any undergraduate honours or Masters dissertation or PhD thesis that requires ethical approval from UTREC has the letter or email of ethical approval bound into the appendix before submission.

11.18. Academic Flexibility for Students with Recognised Sporting Talent

There is a policy which allows eligible students (with the permission of the School and Sports Performance Manager) to have time off from their studies in order to participate in key sporting tournaments and competitions. Further information is available from Debby Sargent, Department of Sport and Exercise (email dls4) or see the policy

http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/sports%20flexibility.pdf

11.19. Printing and Binding

The University's Print & Design Unit is ideally set up to print and/or bind your dissertation and thesis. You can send your material in PDF format (with a note of pages to be printed in colour) to:

printanddesign@st-andrews.ac.uk

and then they will be in touch when your job is ready. Price lists and further information:

http://www.st-andrews.ac.uk/printanddesign/

12. The Conversion Diploma Programme – Structure and Module Choices

12.1 Programme Structure.

Between 30 and 60 credits from Module List: PY3100, PY3200 and

Between 30 and 90 credits from Module List: PY4000 - PY4999 (excluding PY4698 - PY4699, PY4794) and

Between 0 and 60 credits from Module List: PY1000 - PY1999, PY2000 - PY2999, PY3000 - PY3999, PY4000 - PY4999 (excluding PY4698 - PY4699, PY4794)

A MINIMUM of 60 credits must be taken in 3000 - and 4000 - level modules, including at least one 30 credit 3000 - level and one 30 credit 4000 - level module. The remaining credits may be taken from any 1000 - to 4000 - level modules.

There will also be a Basic Logic seminar open to all. This will not be subject to formal assessment. This seminar will begin in week two. If you would like to sign up, please contact the Postgraduate Course Administrator. In Semester 2 you will take one core module (PY5102 Current Issues II), and two optional modules.

The full details of all Conv Dip modules available in 2018-19 are listed below. Please note that under-subscribed optional modules may be withdrawn, so it may not always be possible to accommodate late changes in your chosen modules.
PY1010 Mind and World (20 credits)

This module provides an introduction to philosophical issues in metaphysics and philosophy of mind. These include questions such as: What is the relation between the mind and the material world? Is the mind a part of the scientific, law-governed material world? If so, can I really act freely? If the mind is part of the material world, how could a material thing be conscious? What, fundamentally, are material things and their properties? What is it for one event to cause another? What is time, and what is change? How can physical objects persist through change? Can a person persist through time and change and still be the same person?

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<thead>
<tr>
<th>Semester:</th>
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<tbody>
<tr>
<td>Credits:</td>
<td>20</td>
</tr>
<tr>
<td>Time:</td>
<td>11.00 am - 12.00 noon Mon, Tue, Thu, and occasional Fri, School I</td>
</tr>
<tr>
<td>Teaching:</td>
<td>3 lectures and 1 tutorial</td>
</tr>
<tr>
<td>Coordinator:</td>
<td>Simon Prosser</td>
</tr>
<tr>
<td>Additional lecturers:</td>
<td>Katherine Hawley, Derek Ball</td>
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PY1011 Moral and Political Controversies (20 credits)

Philosophy has often been said to begin with the question 'how ought we to live?' This module introduces students to fundamental questions and problems in moral philosophy (how should we live? What ought we to do? What is it to be a good human being?) and in political philosophy (how ought we to live together?). In moral philosophy we will look at both applied ethics (exploring particular moral issues, such as our obligations to those in severe need, and our treatment of non-human animals) and normative ethics (exploring theoretical approaches to tackling such issues, for example utilitarian, Kantian and virtue ethics). In political philosophy, we will explore central concepts such as liberty, equality, and democracy, and consider the extent to which we should give up some of our freedom in exchange for the protection of the state.

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<th>Semester:</th>
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<tr>
<td>Credits:</td>
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<tr>
<td>Time:</td>
<td>5.00 pm - 6.00 pm Mon, Tue, Thu, and occasional Fri - Buchanan Lecture Theatre</td>
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<tr>
<td>Teaching:</td>
<td>3 lectures and 1 tutorial</td>
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PY1012 Reasoning (20 credits)

This module introduces the essential concepts and techniques of critical reasoning, formal propositional logic, and basic predicate logic. Among the central questions are these: what distinguishes an argument from a mere rhetorical ploy? What makes an argument a good one? How can we formally prove that a conclusion follows from some premises? In addressing these questions, we will also cover topics such as argumentative fallacies, ambiguity, argument forms and analyses, induction versus deduction, counterexamples, truth-tables, truth-trees (tableaux), natural deduction, and quantification.

| Semester: | 2 |
| Credits: | 20 |
| Time: | 5.00 pm - 6.00 pm Mon, Tue, Thu, and occasional Fri Buchanan Lecture Theatre |
| Teaching: | 3 lectures and 1 tutorial. |
| Coordinator: | Kevin Scharp |
| Additional lecturers: | Walter Pedriali |

PY1013 The Enlightenment (20 credits)

This module provides an introduction to central figures, works and ideas of the period of the European Enlightenment (roughly 1700-1800), beginning with an account of its historical background and ending with a review of its legacy. It will approach issues both thematically and through the writings of major thinkers, considering for example various contrasts: experience and reason, belief and scepticism, individual and society, nature and convention, equality and inequality and representation and revolution; and looking at the ideas of such figures as Locke, Hume, Kant, Smith, and Rousseau.

| Semester: | 2 |
| Credits: | 20 |
| Time: | 11.00 am - 12.00 noon Mon, Tue, Thu School I |
PY2010 Intermediate Logic (20 credits)

This module aims to further develop students' understanding of formal logic by the study of a broad array of systems of logic. The module covers classical, modal, intuitionistic, and other non-classical logics, looking at both propositional and quantified versions. Particular attention is paid to the difference between semantics and proof theory for such systems.

| Semester: | 1 |
| Credits: | 20 |
| Time: | 2.00 pm - 3.00 pm Mon, Tue, Thu and occasional Fri, School II |
| Teaching: | 3 lectures and 1 tutorial. |
| Coordinator: | Aaron Cotnoir |
| Tutorial times: | Example Classes: running weekly from week 2 |

PY2011 Foundations of Western Philosophy (20 credits)

This module provides an introduction to central figures, texts and ideas of the period of Ancient Philosophy. Classical Greek philosophy – specifically the works of Plato and Aristotle – will always be at the core of the module. The study of Plato and Aristotle can serve as a focus for discussing either earlier (presocratic) or later philosophical developments. Themes covered will include: the nature of thought, natural science, the human mind, the theory of knowledge, metaphysics and the good life of the individual and of society.

| Semester: | 1 |
| Credits: | 20 |
| Time: | 3.00 pm - 4.00 pm Mon, Tue, Thu and occasional Fri, Irvine Lecture Theatre |
### PY2012 Meaning and Knowing (20 credits)

This module aims to provide a comprehensive foundation in both epistemology (the theory of knowledge) and the philosophy of language. It will typically cover the following central questions in epistemology: What is knowledge? What is evidence? Can we trust the evidence of the senses? Can we defeat the sceptic about knowledge? What are the limits of knowledge? What is the nature of belief? When is a belief a good belief? What is the nature of perception? What is the difference between mathematical knowledge and empirical knowledge? Questions covered on the philosophy of language component may include: What is communication? What is linguistic meaning? What is the difference between saying and implying? What is it for an expression to be context-sensitive? What is the nature of metaphor? Topics which span both components of the module include: internalism and externalism.

| Semester:   | 2 |
| Credits:    | 20 |
| Time:       | 2.00pm - 3.00 pm Mon, Tue, Thu and occasional Fri School I |
| Teaching:   | 3 lectures and 1 tutorial. |
| Coordinator:| Walter Pedriali |
| Additional lecturers: | Katherine Hawley, Herman Cappelen |

### PY2013 Moral and Aesthetic Value (20 credits)

This module examines moral values, aesthetic values, and the relationship between them. Issues typically addressed may include the objectivity of moral and aesthetic values, the role of disagreement in morality and aesthetics, the relativity of moral and aesthetic judgement, the presence or the absence of principles in the moral and aesthetic domains, the possibility of moral and aesthetic knowledge, and the relation of morality and aesthetics to experience.

| Semester:   | 2 |
| Credits:    | 20 |
**PY3100 Reading Philosophy 1: Texts in Language, Logic, Mind, Epistemology, Metaphysics and Science (30 credits)**

This module is designed to develop the philosophical skills and acquaint them with key works in core areas of philosophy. The module involves close study of philosophical texts - historical and contemporary - that address a variety of topics within metaphysics, epistemology, the philosophies of logic and language, mind and science. Students will be required to carry out close study and discussion of these texts in staff-led weekly workshops, thereby furthering their skills of critical evaluation and analysis. Students will also take turns in presenting papers to the workshop, in pair-groups, which will help them to develop important communication skills and provide an opportunity for teamwork.

| Semester: | 1 |
| Credits: | 30 |
| Time: | Seminars: Group 1: Monday 10 – 12, Edgecliffe G03 Group 2: Tuesday 11 – 1, Edgecliffe G01 Group 3: Wednesday 11 – 1, Edgecliffe G01 Group 4: Wednesday 11 – 1, Edgecliffe G03 Group 5: Wednesday 11 – 1, St Mary’s College Sem Room 2 |
| Teaching: | One 2-hour seminar per week. |
| Coordinator: | Patrick Greenough |
| Additional lecturers: | Walter Pedriali, Alex Douglas, Kevin Scharp, Simon Prosser |

**PY3200 Reading Philosophy 2: Texts in Ethics, Metaethics, Religion, Aesthetics and Political Philosophy (30 credits)**

This module is designed to develop their philosophical skills and acquaint them with key works in core areas of philosophy. The module involves close study of philosophical texts - historical and contemporary - that address a variety of topics within ethics, metaethics, aesthetics, philosophy of

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religion and political philosophy. Students will be required to carry out close study and discussion of these texts in staff-led weekly workshops, thereby furthering their skills of critical evaluation and analysis. Students will also take turns in presenting papers to the workshop, in pair-groups, which will help them to develop important communication skills and provide an opportunity for teamwork.

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<th>Semester:</th>
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<td>Seminars:</td>
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<td>Group 1:</td>
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<td>Monday 9 – 11, Edgecliffe 104</td>
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<td>Group 2:</td>
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<td>Monday 11 – 1, Edgecliffe 104</td>
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<td>Group 3:</td>
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<tr>
<td>Monday 11 – 1, Swallowgate C26 - Classics</td>
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<td>Group 4:</td>
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<td>Monday 11 – 1, Edgecliffe G03</td>
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<td>Group 5:</td>
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<td>Monday 11 – 1, Edgecliffe G01</td>
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<td>Teaching:</td>
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<td>One 2-hour seminar per week.</td>
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<td>Coordinator:</td>
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<tr>
<td>Elizabeth Ashford</td>
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<td>Additional lecturers:</td>
<td></td>
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<tr>
<td>Adam Etinson, Justin Snedegar, Lisa Jones</td>
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**PY4607 Continental European Philosophy from Descartes to Leibniz (30 credits)**

This module will explore how Continental European philosophers of the late seventeenth and early eighteenth century explored problems inherent in the metaphysics of Descartes. Special attention will be given to questions such as how philosophical knowledge is possible, what the proper definition of substance is, how minds and bodies are related, what the nature of causation is, and how God's existence and relation to the universe should be conceived. The systems of Descartes, Spinoza, Anne Conway, and Leibniz will be examined as three very different attempts at a coherent set of answers to these questions.

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<th>Semester:</th>
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<td>Lecture:</td>
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<td>Monday 3 – 5, Edgecliffe 104</td>
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<td>Seminars:</td>
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<td>Group 1:</td>
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<td>Tuesday 12 – 1, Edgecliffe G01</td>
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**PY4611 Classical Philosophy (30 credits)**

This module involves a thorough study of central and substantial texts in classical philosophy, with close attention to the philosophical implications. **For 2018-19**, the module discusses two crucial works of the late Plato, the *Timaeus* and the *Sophist*, which have been extremely influential in the history of philosophy and give us a picture of Platonic philosophy quite different from the *Republic*.

The *Timaeus* not only provides Plato’s most encompassing account of the natural world, it also discusses the relation between physics and ethics. Main topics from the *Timaeus* will include Plato’s philosophy of history (including the myth of Atlantis and the construction of a mythological past), his philosophical account of creation, the mathematical construction of the universe, the place of persons in the cosmos, and the basic ontological principles his account of the universe requires.

In his *Sophist* Plato gives a new account of his metaphysics in discussion with the philosophical tradition, he provides definitions of sophistry and reflections on the way philosophical investigation should proceed. Main topics will include the nature of sophistry, of being and not-being, Plato’s account of the history of philosophy, his account of language, and the possibility of falsehood in thought and speech.

| Semester: | 2 |
| Credits: | 30 |
| Time: | Lecture: |
| | Tuesday 3 – 5, Spanish Seminar Room 36 (above School III) |
| | Seminars: |
| | Group 1: Wednesday 11 – 12, Edgecliffe G03 |
| | Group 2: Wednesday 12 – 1, Edgecliffe G03 |

**PY4614 Philosophy of Mind (30 credits)**

This module introduces topics of central interest in contemporary philosophy of mind. As well as surveying the main twentieth century approaches to the mind-body problem the module will cover
various contemporary issues relating to consciousness and intentionality. The module also illustrates the way in which work in other disciplines such as experimental psychology, neuroscience and artificial intelligence can inform philosophical theorising about the mind. Topics may vary but are likely to include a number of the following: dualism, identity theories, behaviourism, functionalism, folk psychology, the 'Language of Thought' hypothesis, eliminative materialism, connectionism, anomalous monism, mental causation, phenomenal consciousness, conceivability arguments, qualia.

| Semester: | 2 |
| Credits: | 30 |
| Time: | Lecture: Tuesday 9 – 11, Castle House – Barbara Murray lecture room – English Dept |
| | Seminars: Group 1: Thursday 2 – 3, Edgecliffe G01 |
| | Group 2: Thursday 3 – 4, Edgecliffe G01 |
| | Group 3: Thursday 4 – 5, Edgecliffe G01 |
| Teaching: | One 2-hour lecture and one 1-hour seminar per week. |
| Coordinator: | Simon Prosser |

**PY4618 Animals, Minds and Language (30 credits)**

This module will focus on philosophical issues related to the attribution of mental states to non-human animals. Do animals have minds? How can we know about them? In what ways are the mental abilities of animals similar to or different from our own? Topics to be discussed may include: are animals rational? To what extent can beliefs and other mental states be attributed to simple creatures such as insects? Can animals feel pain? Can simple creatures feel pain? How can we know whether they do? Do animals have emotions? Do animals have language and culture, or are these distinctively human capacities?

| Semester: | 1 |
| Credits: | 30 |
| Time: | Lecture: Wednesday 9 – 11, Edgecliffe G03 |
| | Seminars: Group 1: Friday 10 – 11, Edgecliffe 104 |
**PY4624 Philosophy of Art (30 credits)**

What makes an object a work of art? Are artworks physical objects, or are they perhaps abstract entities? How is it that these objects or entities can represent the world, and express emotion? Is a copy of an artwork necessarily a forgery? What is conceptual art all about, and how do we evaluate it? Can good art be morally bad? This module addresses some of the fundamental contemporary debates in philosophy of art, including issues concerning the nature and definition of art (both traditional and conceptual), problems regarding representation and expression, the relation of art to ethics, and the value and aims of art. In the course of addressing these issues, we will read the work of aestheticians from history and up to the present day.

| Semester: | 2 |
| Credits: | 30 |
| Time: | Lecture: Thursday 11 – 1, Arts Seminar Room 6 |
| | Seminars: Group 1: Tuesday 10 – 11, Edgecliffe 104 Group 2: Tuesday 12 – 1, Arche Seminar Room |
| Teaching: | One 2-hour lecture and one 1-hour seminar per week. |
| Coordinator: | Lisa Jones |

**PY4634 Philosophy of Logic (30 credits)**

The module covers philosophical issues that arise in connection with the foundations of logic. We will address some of the following questions: how should we understand truth, and does it have a nature (or many)?; what is the correct account of logic, and what is its nature?; if meanings of logical expressions are given by models, do they represent possibilities or interpretations?; or should we rather take meanings of logical expressions to be given by basic proofs?

| Semester: | 2 |
| Credits: | 30 |
### PY4639 Philosophy of Creativity (30 credits)

This module examines some of the fundamental issues in the philosophy of creativity. Topics typically covered may include the definition of 'creativity'; the relation of creativity to imagination; the nature of the creative process; the relation of creativity to knowledge and skill; computational theories of creativity; Darwinian theories of creativity; the relation of creativity to tradition; whether creativity is a kind of virtue and its relation to moral and intellectual virtues; and whether creativity differs fundamentally between the arts and the sciences.
**PY4643 Philosophy of Law (30 credits)**

The purpose of this module is to explore such topics in and concerning law as: the nature of law; legal reasoning; the justification of punishment; the proper scope of the criminal law; the principles of criminal liability and mens rea issues; justifications and excuses; and specific defences in the criminal law such as self-defence and the heat of passion defence.

| Semester: | 2 |
| Credits: | 30 |
| Time: | Lecture: | Friday 10 – 12, Edgecliffe G03 |
| | Seminars: | Group 1: Tuesday 10 – 11, Edgecliffe G03 |
| | | Group 2: Tuesday 11 – 12, Edgecliffe G03 |
| Teaching: | One 2-hour lecture and one 1-hour seminar per week. |
| Coordinator: | Walter Pedriali |

**PY4644 Rousseau on Human Nature, Society and Freedom (30 credits)**

What kind of political freedom is possible in the modern world? In particular, is republican political freedom possible, the freedom of an autonomous sovereign people? Jean-Jacques Rousseau (1712-1778) argues that it is, despite the many ways in which politics has changed since the republics of ancient Athens and ancient Rome. The people do not have to hand over their sovereignty to their governors. Politics can be structured so that society’s most fundamental laws are made by the people themselves. We will examine this revolutionary idea by way of a close reading of Rousseau’s The Social Contract, giving special attention to the crucial distinction between 'sovereignty' and 'government'. We will bring out Rousseau's radicalism through a contrast with the theory of political freedom proposed by Montesquieu in The Spirit of the Laws. And we will explore the distinctively modern character of Rousseau's republicanism by grounding it in his historicized analysis of human nature.

| Semester: | 1 |
| Credits: | 30 |
### PY4648 Conceptual Engineering and its Role in Philosophy (30 credits)

The module provides an introduction to the ways in which we can criticise and improve our concepts - what is sometimes called 'conceptual engineering'. The concepts we have can be problematic for a number of reasons: they can be politically or ethically objectionable, inconsistent, unacceptably indeterminate or vague, or have other undesirable features. One task of philosophy is to discover such conceptual deficiencies and provide strategies for improving our conceptual repertoire. We may ask, for instance: should a theory of truth describe our concept of truth, or replace it with a better one? Is one goal of political philosophy to improve the concepts we use for thinking about social reality? If the answer to such questions is yes, then how do we go about doing it?

| Semester: | 1 |
| Credits:  | 30 |
| Time:     | Lecture: |
|           | Tuesday 1 – 3, Old Union Building – Saunders Room |
|           | Seminars: |
|           | Group 1: Thursday 9 – 10, Edgecliffe G03 |
|           | Group 2: Thursday 10 – 11, Edgecliffe G03 |

| Teaching: | One 2-hour lecture and one 1-hour seminar per week. |
| Coordinator: | Patrick Greenough |
| Additional lecturers: | Kevin Scharp |
**PY4650 Philosophy, Feminism and Gender (30 credits)**

This module will introduce students to important metaphysical, epistemological, linguistic, and ethical issues concerning gender, via the arguments and methodology of analytic feminism. Questions addressed may include: what is gender? What might it mean to claim that reason, rationality or knowledge is gendered? Or that language is gendered? How is gender relevant to ethical concerns? How might an understanding of gender impact our thinking about concepts such as equality, justice, and difference? In considering such issues, we will also pay attention to the ways in which gender interacts with other factors, such as race, ethnicity, and social class.

| Semester: | 1 |
| Credits: | 30 |
| **Time:** | **Lecture:** Monday 2 – 4, Arts Seminar Room 4 |
| | **Seminars:** Group 1: Tuesday 10 – 11, Edgecliffe G03  
| | Group 2: Tuesday 11 – 12, Edgecliffe G03 |
| **Teaching:** | One 2-hour lecture and one 1-hour seminar per week. |
| Coordinator: | Walter Pedriali |
| Additional lecturers: | Lisa Jones |

**PY4652 The Philosophy of Human Rights (30 credits)**

We will explore cutting-edge research on the nature, content, and justification of human rights. We begin by examining the origins of human rights and the implications this has for the philosophical understanding thereof (focusing in particular on anti-slavery courts and on the 1948 *Universal Declaration of Human Rights*). We explore current debates by political philosophers and international legal theorists over how we should properly conceive of human rights, the relationship between their status as moral and legal norms, and the nature of human dignity, to which the major human rights declarations appeal. The module also examines the significance of the fact that human rights are rights, as well as considering critical perspectives on the human rights movement.

<p>| Semester: | 1 |
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<th>Time:</th>
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<tr>
<td></td>
<td>Tuesday 11 – 1, Irvine Room 310 (Geography building)</td>
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<td>Seminars:</td>
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<td>Group 1: Friday 11 – 12, Edgecliffe G01</td>
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<td>Group 2: Friday 12 – 1, Edgecliffe G01</td>
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<td>Group 3: Friday 2 – 3, Edgecliffe G01</td>
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<tr>
<td>Teaching:</td>
<td>One 2-hour lecture and one 1-hour seminar per week.</td>
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<td>Coordinator:</td>
<td>Elizabeth Ashford</td>
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**PY4657 Philosophy and Economics (with EC4427) (30 credits)**

This applied philosophy module surveys a variety of methodological and normative issues at the intersection of philosophy and economics. Students will learn some theories of scientific explanation – the deductive-nomological model, new mechanism, interventionism, etc. – and apply these to basic explanatory methods in economics such as decision theory, game theory, statistical analysis, etc. They will also apply theories of ethics and political philosophy to areas of normative economics such as social choice theory, behavioral economics and the defense of capitalism. Prior familiarity with economics is not presupposed, nor advanced mathematics, but students must be prepared to encounter some challenging material. The module is run conjointly with the economics department and thus students must be willing to venture outside pure philosophy. In return, they will have the opportunity to engage with economics students, opening up a dialogue from which both sides stand to learn a great deal.

| Semester: | 1 |
| Credits:  | 30 |
| Time:     | Lecture:          |      |
|           | Tuesday 3 – 5, Kennedy Lawson Lecture Room – School of English |      |
|           | Seminars:         |      |
|           | Group 1: Thursday 2 – 3, Physics seminar room 301 |      |
|           | Group 2: Thursday 3 – 4, Physics seminar room 233 |      |
| Teaching: | One 2-hour lecture and one 1-hour seminar per week. |      |
| Coordinator: | Ben Sachs |      |
| Additional lecturers: | Alex Douglas |      |
This module explores a variety of topics in political philosophy that are especially timely today. Because an emphasis is placed on timeliness, the topics addressed in the module may change from year to year, and depending on the judgment of the instructor. The philosophical arguments and authors discussed in the module may be historical or contemporary. Their selection will depend exclusively on whether they engage directly with pressing issues of the day. In its essence, the course is designed to teach students how to use philosophical tools to reflect on the current "political moment."

For 2018-19, the module will explore topics including: political conservatism, reactionary politics, populism, the alleged resurgence of fascist ideologies, the alt-right, bias and political partisanship, identity politics, the internet, free speech, and scapegoating.

| Semester: | 2 |
| Credits: | 30 |
| Time: |   |
| Lecture: | Tuesday 1 – 3, Arts Seminar Room 4 |
| Seminars: | Group 1: Tuesday 4 – 5, Swallowgate (Classics) C26 |
| | Group 2: Wednesday 9 – 10, Edgecliffe G03 |
| | Group 3: Wednesday 10 – 11, Edgecliffe G03 |
| Teaching: | One 2-hour lecture and one 1-hour seminar per week. |
| Coordinator: | Adam Etinson |

13.1 Advising

All students must complete the academic advising process, in each academic year in which they are actively engaged in their programme of studies. This requires meeting their Adviser of Studies in person.

Students are fully expected to complete the academic advising process by the advertised advising deadline of Wednesday of Orientation Week or the semester two equivalent. Students failing to do so are at risk of serious detriment to their studies, and may be denied access to some modules.

Entrant students who have not completed academic advising by Monday of the third week of semester will be required to re-apply through the normal Admissions route.

Returning students who have not completed academic advising by Monday of the third week of semester will be placed on compulsory Leave of Absence for at least one semester. Further information available at:

https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/FailuretoCompleteAcademicAdvising.pdf

13.2 Re-advising/Changing Modules

Students are ordinarily allowed to change modules only during the first week of each semester. After the first week your Adviser of Studies or Programme Coordinator must place a special request, on your behalf, to the appropriate Pro Dean. No matter what level of module you are studying, you must contact your Adviser of Studies or Programme Coordinator to obtain the necessary approval for any change.

You must not, in any circumstances, enrol yourself into a new module or simply start attending the classes for a new module, at any level, without being officially re-advised. Advising is one of the primary means by which your academic record is maintained and exam schedules are produced, and unless you ensure that this is kept up to date you may find you will not receive the credit for the modules you have taken or that you have a clash in your exam timetable.

13.3 Module Confirmation

Following Re-Advising students have a two week period to check and confirm that their module choices are correct. Students will be contacted in Week 3 of each semester with details of how to complete this requirement.

13.4 Withdrawal from a Module

If you wish to withdraw from a module after the first week of a semester, you should discuss the matter with your Adviser of Studies who will then contact the Pro Dean (Advising) to seek the appropriate approval.

13.5 Withdrawal from Studies

If you are considering withdrawing from your studies at the University you should discuss the matter with Student Services in the first instance. You should arrange to do this as early as possible as there are often alternative options open to you that would not require the final step of permanent withdrawal from the University. If you do decide you wish to withdraw from your studies you must contact your Registry Support Officer who will be able to offer guidance on your
options and who will ensure that the process is completed correctly. You should be aware that there are fee implications, as well as implications to your leave to remain in the UK if you are an overseas student, when you withdraw from your studies part of the way through an academic year. You should therefore ensure you contact the Money Adviser and the International Adviser in Student Services to obtain early advice on the final implications of your decision before you complete your withdrawal. Further information available at: https://www.st-andrews.ac.uk/students/academic/academic-advising/glossary/withdrawal/

13.6 Leave of Absence

The term ‘Leave of Absence’ is used to denote a period of time where the University permits a student to disengage with their studies and return at a later date. Where a student is granted Leave of Absence during a semester, any progress in all modules within that semester will be removed from the student's record and replaced with an indication that Leave of Absence was taken.

Leave of Absence can be applied for by a student but is not a guaranteed right, and falls within the scope of Senate regulations. The granting of Leave of Absence may also alter the student’s circumstances in such a way that non-University legislation and policy are affected (such as funding body requirements, visa regulations and council tax liability). It is the student’s responsibility to ensure that they make themselves aware of the implications, and meet any additional requirements that a change of circumstances may impose upon them.

While the University cannot guarantee that the same programme of study will still be available following a Leave of Absence period, the University keeps a note of students on leave and will ensure when making such changes that there are acceptable pathways available for completion.

A student may apply to the Registry Officer (Student Support) for a Leave of Absence in any semester where exceptional circumstances have affected, are currently affecting, or will affect the ability of the student to engage with their studies. For more detailed information please read the University policy on Leave of Absence which can be found at


14. Managing Your Studies

Students must complete 100% of a module’s assessment (i.e. all of the coursework, and the examination) in order to gain credit for that module. Anything less than 100% completion, without good reason, will lead to a grade of OX.

Furthermore, at sub-Honours level students must gain passes in both elements (coursework and exam) in order to pass the module overall.

At Honours level there is no requirement for a student to pass both elements of assessment in order to pass the module overall, and the majority of modules are assessed by coursework only.

14.1 Coursework

Details of topics, length requirements and due dates for assessed written coursework will be provided by staff teaching the modules. All written coursework is to be submitted electronically, via the Module Management System (MMS). Full instructions for how to submit your work via MMS can be found on the Philosophy webpages – look under “Study Resources”.

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It is each student’s responsibility to ensure that coursework documents are uploaded successfully and on time. Corrupted or unreadable files will be given a mark of zero.

Coursework should be word-processed, double-spaced (exceptions may apply to logic exercises requiring use of symbols).

Coursework is marked anonymously, and so submitted work should be identified only by your matriculation number. Do not put your name anywhere on your coursework. On the first page of your coursework, you should include: your matriculation number, the module name and number, your tutor's name, the title of the essay/exercise, and the following statement:

'I hereby declare that the attached piece of written work is my own work and that I have not reproduced, without acknowledgement, the work of another'.

You must attach a bibliography of all your sources to each essay; all quotations from and paraphrase of other work must be clearly acknowledged. (See below, regarding academic misconduct, and regarding referencing).

14.2 Penalties for Work of Incorrect Length

The word-lengths specified for each essay include everything except the bibliography (i.e., the word-count includes footnotes, quotes, etc.) This goes for dissertations and essays, at all levels. Do not exceed the word limit. Where the word limit is exceeded, the following penalty will be applied: 1 mark for work that is 10% over-length, then a further 1 mark per additional 10% over. For more details please refer to the University policy at:

https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf

If you need to submit an essay when you are away from the University (e.g. you have been granted an extension after the semester) this should also be done via MMS.

Avoid repetition or substantial overlap between coursework (essay-based or otherwise) and examination answers, whether within a single module or between different modules.

Assessed coursework will normally be returned within three weeks of submission.

Students can receive routine feedback on any work that they have submitted. Feedback will give you advice that will guide you in improving your learning and future performance. Feedback opportunities may vary but can include individual face-to-face discussion, written commentaries on work or electronic feedback, for example through MMS. See section 14.8 below for information on exam feedback.

14.3 Late Work and Extensions to Deadlines

Philosophy will generally apply lateness penalty A, any exceptions to this will be clearly noted in module guides. Lateness penalty A will deduct 1 mark per day, or part thereof. For more details please refer to the University policy at:

https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf

These penalties are automatically applied by the MMS system, and heavy penalties can reduce a pass mark all the way down to a fail, or even zero. Note also that if your work is not submitted by the final coursework cut-off deadlines shown at the foot of this section, you will fail the module.

NB: In the context of electronic submission of assessed work, every day of the week will be considered as counting towards a late penalty. This rule will apply to all holidays (public and University) and includes weekends, with Saturday and Sunday each counting as one day.
If you have a VERY good reason for not meeting the set deadline, an extension may be granted in advance. At sub-Honours, extensions of up to 3 working days may be granted by your tutors; longer extensions can be obtained only from the Sub-Honours Coordinator. At Honours, extensions of up to one week (seven days) may be granted by the Module Coordinator; any longer extensions must be approved by the Director of Teaching.

All students requiring extensions must complete an 'Essay Extension Form', available from the Undergraduate Course Administrator, and attach any appropriate documentation. This form must then be submitted (either on paper or via email) to the Undergraduate Course Administrator – otherwise, the extension may not be logged into the MMS system, resulting in penalties still being automatically applied.

Note that no extension may be given beyond the final cut-off deadlines for coursework, given below. In any such case, students should apply for Deferred Assessment.

Final coursework cut-off deadline, for sub-Honours modules PY1010-PY1013 and PY2010-PY2013: 4pm on the Friday immediately before the exam diet commences, in the relevant semester.

Final coursework cut-off deadline, for Hons modules and exam-less sub-Hons modules (evening degree, distance-learning modules): 4pm on the last day of the exam diet, in the relevant semester.

No coursework will be accepted beyond these deadlines, and failure to submit coursework by these deadlines will lead to failure of the module (unless a request for deferred assessment has been made and granted – see 10.4).

14.4 Examinations – Timetables, Rules, Resits

Students are required to make themselves available in St Andrews for the full duration of the December and May Examination Diets, dates of which are detailed at https://www.st-andrews.ac.uk/semesterdates/2018-2019/

Poor scheduling on a student’s part will not be acceptable as a valid excuse for missing an examination. You should be aware that you should be present up until the last day of the semester.

14.5 Registration for Degree Examinations

All matriculated students are entered automatically for the December and May degree examination diets.

14.6 Reassessment Registration

If you are offered the opportunity to take resit examinations and/or deferred assessments at the August (Reassessment) Diet you must register individually in advance for the diet, via the online registration facility. In late June, you will be notified directly by email when this is available. All registrations must be submitted by the annually advised deadline in August. Registrations will not be confirmed until the appropriate re-sit fee has been paid in full. Failure to register fully by the due date may mean that you will not be able to sit your examination in the diet.

Where the examination is a reassessment, there is a fee payable at the time of registration. Similarly, those students who are out of time or whose studies have been terminated but who have been given permission by the relevant Faculty to sit only the examination in a particular semester must also register individually for the diet in question and pay the appropriate fee.
Students sitting deferred examinations must also register in advance, but will not be liable for a fee.

Module Handbooks and the University Course Catalogues contain details of the percentage of the final module mark that will be derived from the formal examinations. Information on the University’s examination processes may be found at:

http://www.st-andrews.ac.uk/students/academic/Examinations/

14.7 Examination Timetables
The confirmed degree Examination Timetable is published for each examination diet no later than Week 6 of Semester 1 and Week 7 of Semester 2. You are reminded of the importance of checking the timetable carefully. Whilst every effort is made by Schools and Registry to prevent timetable clashes, they can on occasion occur. Where such a clash is identified, students should in the first instance alert the University Examinations Office (examoff@st-andrews.ac.uk) as a matter of urgency.

Students are strongly advised not to make any travel or other arrangements for the period of the examinations until the timetable has been published. The Degree Examination Timetable for the August Reassessment diet is published in July of each year and students are expected to attend in St Andrews for any examinations scheduled during this diet.

All Examination Timetables are published via the web only at

http://www.st-andrews.ac.uk/students/academic/Examinations/

Individual Personal Student Examination Timetables for the December and May diets only can also be downloaded from this webpage.

14.8 Feedback to Students on Examinations
An informal drop-in session will be held in Edgecliffe during the first three weeks of the semester to allow students to view their examination scripts from the previous diet. Further details of this session will be advertised to students at the start of each semester.

If you wish to receive detailed feedback from a member of academic staff on an examination script, you should contact the appropriate module coordinator to arrange a suitable time. No fee is charged for this type of feedback, but you should request this within the first three weeks of the semester following the exam diet.

Students are however also entitled to request a hard copy of any of their own completed examination scripts. If a photocopy of the script is required for personal reference, please contact the Undergraduate Course Administrator (philosophy@st-andrews.ac.uk) and on payment of a fee of £10 per examination script a photocopy will be provided to you within five working days. Such requests should be made by the end of Week 3 of the semester that follows the examination diet.

14.9 Legibility of Exam Scripts
It is your responsibility to ensure that your handwritten answers provided in examination scripts are legible and can be read by the markers. If a script cannot be read by the marker then this could result in a delay in confirming your module grade. You may be charged for a transcription service.
and could be required to return to the School(s) concerned in order to transcribe the script. If you have already left St Andrews then you will have to bear the costs of any return travel to the University. More information is available at: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/illegiblescripts.pdf

14.10 Deferred Assessment

Deferred assessment must be clearly distinguished from Reassessment (see 10.5 below). Where a student has provided good reasons to justify their failure to complete the work of the module (whether the continuous assessment or the examination, or both), they can be offered deferred assessment. This will be decided by the Special Circumstances Sub-Committee of the Philosophy Undergraduate Board of Examiners which meets at the end of the semester after the examinations.

Requests for deferred assessment must be made to the Departmental Examinations Officer in advance of or as soon as practically possible after the published completion or examination date.

The deferral of assessments is not appropriate for minor ailments or permanent or long-term conditions that are under medical control. Students with prolonged chronic illness or disabilities should instead contact Student Services for advice in advance of any assessment submission date or published examination diet.

All requests for deferred assessments must be submitted to the School and supported by appropriate written evidence such as a letter from Student Services, letter from the police or evidence from a member of staff who was alerted to the circumstances at the time. Self-certificates alone for examinations and class tests will not be accepted. Schools can choose to accept the reasons given by the student for missing the examination or class test, or can refer the student to Advice and Support Centre who will in turn advise the School accordingly. The primary reason for granting deferrals are medical conditions that affect students for a substantial proportion of the time that would be expected to be expended on complete of the assessment. Deferred assessment on non-medical grounds will be approved only for serious personal reasons such as bereavement of a close relative or illness of dependents. Attendance at interviews or assessment centres and travel arrangements are not sufficient grounds for deferral of an examination or test.

Students who have not requested a deferred assessment in advance of the published completion date or examination date without good reason will not have the request approved.

Students will be informed of the decision to grant deferred assessment by email from the Undergraduate Course Administrator following the sub-committee meeting.

NB: In a change to previous policy, deferred assessment will now normally be of the same type as the original assessment. Thus, deferred assessment for an item of coursework, such as an essay, will consist of a requirement to write one or more essays; deferred assessment for an exam will consist of a separate exam paper, to be sat either during the same exam diet as the missed exam, or during the next diet.

The policy on deferred assessments can be found at

https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/APP.pdf
15 Reassessment

15.1 Sub-Honours

Reassessment for sub-Honours modules takes the form of a resit examination during the Resit Diet (usually held in mid-August). A resit examination covers the whole work of the module (unlike the original examination): for 20-credit modules, it is a 3-hour examination. Students may repeat work from their continuous assessment work or earlier examination (though, if this work was of fail standard, it is advisable to improve on it), but they should not repeat material between questions on the resit.

15.2 Honours

Regulations 36-38 (see the Course Catalogue) govern reassessment for Honours modules. The highest mark which can be awarded for a reassessed Honours module is 7 – which must be gained at the first attempt at reassessment – and this will be factored into your degree result.

Reassessment for Honours modules takes the form of a requirement to submit one or more essays covering the entire work of the module. The guidelines presently used by the Module Board are:

Fail grades: one or more essays of a total of 7,000 words per module (or a suitable equivalent in the case of formal logic), questions to be set by module co-ordinators, to be submitted by 1 August 2019 via email to philosophy@st-andrews.ac.uk.

For all semester 1 modules, final-year students given reassessment will be informed that they must submit by the day before the start of the May examination diet if they wish to be able to graduate in the summer degree ceremony (they may choose to submit by 1 August 2019 if they do not mind delaying graduation).

16. Special Circumstances – ‘S’ Code

‘S’ Coding is the method the University uses to recognise that special circumstances have affected performance in the modules concerned. ‘S’ coding may only be applied to Honours or taught postgraduate modules, except for taught postgraduate project or dissertation modules which are excluded. ‘S’ coding may only be applied as a result of, and with, the explicit consent of the student and with the approval of the School. The final decision to ‘S’ code a module grade rests with the School. You should be aware that a maximum of 25% of the overall Honours credits required or 50% of the taught element of a postgraduate award may be ‘S’ coded.

If you feel that most or all of the work of a module has been adversely affected by personal circumstances during your final junior and senior Honours years or during the taught modules of a taught postgraduate programme you should contact your School in the first instance indicating the circumstances of the difficulty experienced. This may relate to ongoing illness, close family bereavement or other significant personal difficulties.

You must bring this information to the attention of the School as soon as possible as there are a number of ways to deal with such situations, ‘S’ coding being the final option. It may be possible (and it is viewed as preferable) to arrange deferred assessments or extended submission dates rather than applying ‘S’ to the entire module. However it should be noted that if such
arrangements are made, (extensions or deferred assessments etc), it is unlikely that you will also be entitled to have the module 'S' coded as well.

Further information on the University's Policy and Procedures on Special Circumstances may be obtained from https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/APP.pdf

17. Advice on Writing a Philosophy Essay

17.1 What Sort of Thing is Expected?

Writing assessed essays offers you the opportunity to show your comprehension of some of the material covered in the module, and to demonstrate your own philosophical skills. We will be delighted if you can surprise us with new insights and arguments, but a student essay can be very good without being very original. Your primary aim should be to show sound understanding of the issues raised in the question, and to engage critically with the views and arguments of others who have addressed them. Such understanding and engagement is shown partly by structuring your essay clearly and by explaining the views and arguments of others (past philosophers, authors, lecturers) in your own words. If you make quotations, keep them short, and always acknowledge the source. It is not required that you commit yourself unreservedly to one point of view. If your exposition is accurate, you should get at least a second class grade (between 11 and 16). But you may do better if you go on to "chance your arm" a bit, and say where and why you disagree with certain views or arguments, or offer suggestions of your own. We encourage you to think for yourself; you do not have to agree with the views of your lecturer, your tutor, or current orthodoxy – we mark your work more for clarity of understanding and cogency of argument than for the views expressed in it.

17.2 Preparation

Read the material suggested by your lecturers and tutors, as well as your lecture notes on the topic, if any. If you are not sure what to read, ask for advice. Don't try to read too much; it is much more effective to read a few items carefully (assuming that they are the right ones!) than it is to skim over many. If the question is about a particular philosophical text, concentrate on reading that text, rather than secondary literature. Remember that the reading should be a stimulus to your own thought; don't produce an essay that merely summarises what you have read. Allow yourself time to think about the topic you have been asked to write on and the reading you have done, and to plan your essay.

17.3 Writing

Make sure that you address the question set. If you are asked to discuss a particular one of Kant's formulations of the "Categorical Imperative", for example, don't waste time and space summarising all the other formulations. Clarity is of the first importance. Make sure that you understand what you are writing, and that your reader can do so too. Explain all technical terms (use some of the many dictionaries and encyclopaedias of philosophy to check on their meaning, if you're unsure). It greatly helps to give concrete examples of the application of abstract concepts and theories – and preferably to give your own examples, rather than merely repeating those given in lectures and/or books. If you do not understand what you are saying, and are unable to explain it or illustrate it with examples, you will run into trouble. (It is sometimes legitimate to say that you do not understand a particular philosophical theory or argument, provided that you can give a reason – such as "He seems to ignore the possibility that ..." or "I cannot see how this

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theory can avoid the objection that ...”. This involves not blank incomprehension, but the comprehension of difficulties.)

17.4 Structure

You must have a plan. Make one before you start writing your main draft, but be prepared to change it – second thoughts are often better. Begin by saying what you are going to do – the Introduction; do it – the Middle Bit; summarise what you have done – the Conclusion. Of course, it’s the Middle Bit that matters. Make the structure clear: divide your essay into sections, perhaps giving them headings and sub-heading; use paragraphs appropriately; consider numbering your points; use “signpost” phrases such as “First, I shall consider ...” and “I shall now go on to discuss...” to make clear to the reader what you are doing and where you are going. Show a sense of proportion – for example, in giving your objections to a particular view, it will usually be best to deal with the least important objections first, to clear them out of the way quickly, and then to discuss the main objections in more detail.

17.5 Content

Argument is of prime importance. In this context, “argument” means any form of rational persuasion, including formally set out deductions as in logic, but also the pointing out of inconsistencies, vagueness, ambiguities, concealed presuppositions, false or dubious factual claims, and so on. There is limited scope for non-rational forms of persuasion in a philosophy essay – rhetorical flourishes or quotations from poetry may be ornaments to style, but your main concern in the essay must be with the giving of reasons. Mere statement of opinion, or of the views and arguments of others, is not enough: opinions, views and arguments must be discussed. In short: substantiate your opinions; give arguments for your views. It is sometimes said that one should always define one's terms, but this is not always possible. Sometimes it is: for example, if the question is “Is functionalism correct?”, you would do well to begin by defining the term “functionalism” as it is used in the relevant context. But often in philosophy there are no very technical terms involved, and the focus is on the puzzling nature of very familiar concepts. Here attempts at definition may be unhelpful if not impossible: for example, if the question is “Does the past still exist?”, it will almost certainly be hopeless to begin by trying to define what “past” and “exist” mean. However, it will be relevant to examine what we mean when we say that certain sorts of things exist, or are now past. An uncontroversial initial definition is often impossible, but what you can seek is conceptual clarification or elucidation – a clear overview of the basic concepts involved and how they relate to one another.

When you put forward a view for discussion, it will often help to contrast it with something else: for example, in saying what determinism is, give some account of the alternative: indeterminism, randomness, or whatever it is in the relevant context. Avoid the following like the plague: irrelevance (especially answering a question different from the one set); waffle (don't think that, just because a philosophical question is posed in ordinary language, you can deal with it adequately “off the top of your head” without having learnt from the module and relevant reading); plagiarism (always acknowledge your sources, in footnotes and, in a bibliography listing all the works you have consulted in writing it).

17.6 Referencing

17.6.1 What to reference

In writing an essay, you will often appeal to ideas, arguments, and criticisms from source materials you have read. Whenever you do so, you MUST cite the source text. This does not only
apply to direct quotations, but also to any idea or claim taken from another source that you
paraphrase into your own words. Basically, if reading a source text has in any way contributed to
the ideas you express in your essay, then you must give credit to the authors of that text.

References to source materials are important. They allow your reader to locate and explore the
sources you consulted, and they also demonstrate the range of your reading, provide evidence for
your claims and add credibility to your work. But remember that in writing an essay your own
voice should come through: you should avoid long quotations, and summarise in your own words
where you can (but still with a clear acknowledgement). Also, always try to show what you think
of the source author’s view – you do not have to agree with what the “expert” source says, or leave
its author with the last word.

Any use of a source MUST ALWAYS be acknowledged in order to avoid any suggestion of
plagiarism (see the advice on Good Academic Practice in section 12, below). It is NOT enough
merely to acknowledge in your final bibliography the sources used. Whether you are quoting
extracts from texts verbatim or paraphrasing the claims or arguments of the writer, you must
acknowledge this in the body of the essay through the use of footnotes or endnotes. Some advice
on referencing conventions is provided below, and the library also holds different reference style
guides available for consultation. You should take care to use one style consistently throughout
your essay. If in doubt, check with your tutor.

When planning and drafting your essay, please remember that in taking notes from a secondary
source you should always take care to distinguish clearly between your own commentary and
any text that you copy, so that you do not later mix these up. It is a good idea to head the piece of
paper that you are writing on when you begin your reading and note-taking with the full details
of the book (author, title, place of publication, publisher, date of publication), and then note the
page numbers of each quotation or paraphrase from the book.

17.6.2 Referencing conventions

There are a number of different referencing styles used by academics (MLA style, Chicago style,
Harvard style, and so on), and you are free to adopt any of these, provided you use one style
consistently in any given piece of work. In the brief guidelines given below, the examples follow
MHRA style (a ‘footnote’ style). You can find a full copy of the MHRA style guide, which can be
downloaded, online at:


The first time you quote or paraphrase from a source, give its full reference in a footnote or
endnote. Subsequent references to the same text can be given in a shortened form.

For books:
Tim Crane and Katalin Farkas (eds.), Metaphysics: A Guide and Anthology (Oxford University

i.e. author (or editor) name; title of book; place of publication & publisher and date of publication,
in parentheses; page number(s) for particular reference. A subsequent reference to the same text
could be shortened, for example: Crane and Farkas, Metaphysics, p. 146.

For chapters or articles within books:
Jonathan Dancy, ‘An Ethic of Prima Facie Duties’, in A Companion to Ethics, ed. by

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i.e. author name; title of chapter/article in inverted commas; title of book; editor name; place of publication & publisher and date of publication, in parentheses; first and last page numbers of the chapter/article; page number, in parentheses, of the particular reference. Subsequent references can take a shorter form, for example: Dancy, ‘Prima Facie Duties’, p. 227.

**For articles in journals:**


i.e. author name; title of article in inverted commas; title of journal; volume number; year of publication; first and last page numbers of article, not preceeded by ‘pp.’; page number, in parentheses and preceeded by ‘p.’ or ‘pp.’, of the particular reference. Subsequent references can take a shorter form.

**For online sources:**

In general, references to online sources should try to follow the style used for printed publications. Information should be given in the following order:

author name; title of item; title of complete work/resource; publication details (volume, issue, date); full address (Universal Resource Locator (URL)) or DOI of the resource (in angle brackets); date at which the resource was consulted (in square brackets); location of particular reference (in parentheses).

**Example from an online journal article:**


**Example from an online encyclopedia:**


Guidance for referencing other kinds of sources (newspaper articles, films, etc.) should be sought from the style guide in question.

In addition to referencing, you must also provide a full bibliography, at the end of your essay, of all works cited. The bibliography should be arranged alphabetically by author surname, and page numbers for the particular references (given in your footnotes) should not be included here.

**17.7 Finally**

It is very important to leave yourself enough time to write a good essay. An essay started the day before it is due to be submitted will not do you justice! Allow yourself enough time to write at least two drafts, and to read over the first carefully before beginning the second. Don't forget to proof-read the final draft: an essay full of spelling mistakes and typos is a sure sign of one that has been hastily and carelessly prepared.
18. Good Academic Practice (avoiding academic misconduct)

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and no student will be allowed unfairly to take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a University of St Andrews degree.

The University’s Good Academic Practice Policy covers the behaviour of both undergraduate and postgraduate students and can be found at: http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/gap.pdf

All students are strongly advised to familiarise themselves with this policy. It is each student’s responsibility to be aware of what constitutes academic misconduct, and to ensure they avoid this. Some major areas of academic misconduct are: plagiarism; false citation; aiding and abetting; falsification of data; multiple submissions; cheating in exams and contract cheating.

Students are also encouraged to read the Good Academic Practice Guide for Students which can be found at: https://www.st-andrews.ac.uk/staff/teaching/strategypolicy/policy/good-academic-practice/

Students who remain unsure about the correct presentation of academic material should approach their tutors, and may also contact CAPOD for training learning@st-andrews.ac.uk

19. Attendance

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in failure to receive credit for that module. Please ensure that you are familiar with the 'Academic Alert' policy as stated elsewhere in this handbook (see section 23 below). Attendance at lectures, tutorials and seminars is required.

In sub-Honours modules, a record of attendance will be kept at each tutorial/seminar. If you have three or more unauthorised absences from tutorial/seminar meetings, you may fail that module with a grade of 0X (i.e. only two unauthorised absences will be condoned).

In Honours modules, a record of attendance will be kept at all scheduled classes (lectures AND seminars). If you have three or more unauthorised absences from any scheduled class, you may fail that module with a grade of 0X (i.e. only two unauthorised absences will be condoned).

Whether an absence counts as authorised or unauthorised depends upon the reason for absence, so it is important you self-certificate your absences (see below, 13.1). The self-certificate will be read by staff, who will determine whether the absence is to be authorised or not.

A grade of 0X does not permit reassessment. At Honours, a grade of 0X for a module means that a zero grade will be factored into your degree classification.

20. Absence from Classes

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. Please ensure that you are familiar with the 'Academic Alert' policy as stated elsewhere in this handbook. If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete
a Self Certificate of Absence form as soon as possible. Please go to [http://mysaint.st-andrews.ac.uk/](http://mysaint.st-andrews.ac.uk/), the relevant section can be found under ‘My Details’.

Under certain circumstances, Schools may request further documentation in addition to the Self Certificate. In this case, students should contact Student Services in order to organise the appropriate documentation. If you submit more than three Self Certificates in a single semester, or if the period of absence extends to fifteen working days, you may be contacted by Student Services, the relevant Pro Dean, or by an appropriate member of staff in your School.

Completion of a Self Certificate is not an acceptable substitute for contacting your tutors well in advance if you have to be absent. Advance notice of absence is acceptable only for good reason (for example, a hospital appointment or job interview). It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary.

If you are an international student (non-EEA nationals only), you will be affected by recent changes introduced by the UK in relation to immigration rules and visas. The University is now legally bound to report to the United Kingdom Border Agency any student who fails to enrol on a module or programme of study, or who fails to attend, or who discontinues their studies.

### 21. Absence from Examinations

Absence from Examinations due to illness or any other unavoidable reason should be reported by submitting a Self Certificate of Absence form (through e-Vision) or through MySaint as soon as you are able to do so, preferably before the examination is due to take place and in any case no later than 3 days after the examination. You must contact the School responsible for the module being examined in order to request alternative arrangements, which are at the discretion of the School. You are only required to notify the University Examinations Officer if there is a problem submitting the self-certificate.

**Contact:**

Examinations Officer

The Old Burgh School, Abbey Walk Telephone: 01334 464100

Email: examoff@st-andrews.ac.uk

### 22. Medical/Personal Difficulties Impacting on Academic Work

If you have medical problems or other personal difficulties affecting your work you should make an appointment to speak to an Adviser at Student Services. They will, at their discretion, send a memo, in confidence, to the Undergraduate Course Administrator to explain the problem.

### 23 Academic Alerts

Academic Alerts are a way of helping students who are having trouble coping with their studies; such as missing deadlines for handing in work, or missing compulsory tutorials. The aim of the Alert system is to help students by flagging up problems before they seriously affect students’ grades. Academic Alerts will be issued by email from either the Director of Teaching, Module Co-ordinator or School administrator and will tell students what is wrong and what they are required to do (e.g. attend classes in future). The Alerts will also tell students what support the University
can offer. If students do not take the action required they will get another Alert, and eventually will automatically get a grade of zero and will fail that module.

The system is designed to help and support students in order to remedy any problems or issues before these lead to failing a module. Alerts will never appear on a student’s permanent transcript. For more information on Academic Alerts and details on how the categories work, see https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/Academic%20Alerts.pdf

Guidance for students is available at

http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AlertsStudentGuide.pdf

In the context of the Department of Philosophy, students should note that the compulsory module elements are:

- Full attendance at all tutorials/seminars (sub-Hons); or all lectures and seminars (Hons) (see section 19);
- Submission of all coursework by 4pm on the Friday before the examination period for the relevant semester (see section 14.3);
- Attendance at the examination

Failure to satisfy these compulsory elements will lead to failure of the module (0X).

24. Termination of Studies on Academic Grounds

If your academic performance is unsatisfactory, i.e. you have gained insufficient credits to progress to the next stage of your degree programme or breached conditions of your probation, your studies may be terminated. You will then be notified by the Pro Dean (Advising) that your studies are terminated and you will have five working days to appeal this decision using the appropriate form. This should be supported by documentary evidence specifying the reasons for your unsatisfactory performance. If you do not submit an appeal, you will have your studies automatically terminated in accordance with Senate Regulations. Your full student record is taken into account in any review, including any instances of non-academic misconduct, during the Termination of Studies Cross-Faculty Board; however, in first instance, only your credits attained in a relevant number of semesters are taken into account.

For more information, please see:

https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/UGregs2016-17updated%20March17.pdf

https://www.st-andrews.ac.uk/students/academic/intervention/termination-of-studies/

If the appeal is successful, the Dean will contact you with conditions for your return to studies. If you do not meet these conditions (e.g. you do not pass the specified amount of credits within the time period given by the Dean) your studies may be terminated again.

If your appeal is unsuccessful, you may have a further right of appeal to the Senate of the University. Appeals to Senate are admissible only on limited grounds and the process cannot be used to challenge matters of academic judgment. To make a Senate submission, you must
complete and submit to the Senate Office a Stage 2 appeal form within 10 working days of the
date stated on your termination letter. Late submissions may not be considered further by the
University. For further information, see the University’s Policy on Student Academic Appeals at
https://www.st-andrews.ac.uk/students/rules/appeals/policy/

International students here at St Andrews on a Tier 4 visa should be aware that any terminations
will be reported to the UKVI and their visa curtailed.

Contact:
Student Services, The ASC, 79 North Street Telephone: 01334 462020
Email: theasc@st-andrews.ac.uk

25. Marks, Grades and Degree Classification

Students should note the difference between marks and grades. A mark is awarded to an
individual piece of work (e.g. an essay mark, or an exam mark). A grade is attached to an entire
module, and represents the overall merit gained on that module.

Further details can be found on Classification, Grades and Marks at:

25.1 Classification

The Classification is the final result of a student’s degree programme as calculated using the
University’s Classification Algorithm. It is normally determined by the module grades that form
the input to the classification algorithm.

The University applies a common formula for the calculation of the award of Honours
classifications. Degrees are classified using a credit-weighted calculation of grades achieved for
Honours-level modules (3000 level and above). This ensures consistency, particularly if you are
taking a joint degree. Full details of the University’s Honours Classification algorithm can be found
at: https://www.st-andrews.ac.uk/staff/teaching/examinations/honours/

25.2 Grades and the University Common Reporting Scale

The University uses a 20-point Common Reporting Scale for grades (i.e. a 20-point basic scale
reported to one decimal point for final module grades). Details of the Common Reporting Scale
can be found at: https://www.st-andrews.ac.uk/staff/teaching/examinations/_scale/

25.3 Module Results Reporting Codes

The key module results reporting codes that you may see on your record card are:

P Grades 7.0 – 20.0
F Grades 4.0 – 6.9 Fail (right to reassessment)
F Grades 0 – 3.9 Fail (no right to reassessment)

0X Denotes a failure to complete module requirements: This grade should
be applied where a student has failed to complete the work of a module without good reason, and
should be applied where a student does not register for, or does not attend, any examination
without good reason. The student is not entitled to a re-assessment opportunity for this module.
0D Deferred assessment: This grade should be applied if there is a good medical or personal reason for the inability to complete any part of the assessment requirements.

0Z Result undecided: the result may be unresolved due to mitigating circumstances, or for some other valid reason. This is a temporary code and will be changed to one of the other definitive codes on the list as soon as the matter is resolved.

S Applies if a student’s module was affected by special circumstances. The grade should not be altered but reported with the annotation S (e.g. 6.0 S). Students with reported grades annotated S will be discussed at the Special Classification Board when their degree is classified. Modules with this annotation may be discounted in the calculation of the algorithm.

Note regarding the code 6.9F:
For sub-Honours modules, where there is a requirement to pass both the coursework element and the exam element in order to pass the module overall, the reporting code 6.9F is used to cap the grade when one of these elements has been failed. Should you see a code of 6.9F on your record, therefore, in the vast majority of cases this will signify that you failed to pass either the coursework, or the exam, element and not that you narrowly missed passing the module by 0.1 of a grade.

25.4 Marks and Criteria for Marking Bands
In Philosophy, we use a 20-point scale for marking individual pieces of work, as well as for reporting grades. When marking individual pieces of work, markers may use half- marks in addition to full integers (e.g. 13.5).

Students are reminded that at sub-Honours level they must pass (i.e. gain 7 or above) both assessment elements – coursework and exam – in order to pass the module overall. At Honours level there is no requirement for a student to pass a certain proportion of assessment in order to pass the module overall.

Note that a severe fail (of 3.9 or below) in either coursework or exam element will not by itself rule out the right to reassessment. Right to reassessment will only be lost if the overall grade for the module is below 3.9.

25.5 Marking Process and Moderation
For formal assessment (whether coursework or exams), work is first marked and given feedback by one member of staff, and then moderation of this marking is carried out by another member of staff. Moderation involves the second staff member reading a selected sample of the marked work and feedback from across the entire cohort, and discussing the overall standard of marks and quality of feedback with the marker(s). This process helps to ensure that all staff are marking to the same standards, and that marking is consistent across a module that has several markers.

25.6. Academic Appeals, Complaints and Disciplinary Issues
The University is committed to ensuring as high a quality student experience as possible while studying at St Andrews. Occasionally things may go wrong and if you are experiencing a difficulty, or are dissatisfied with your academic experience, you should raise concerns as soon as possible. This allows effective resolutions to be worked out quickly.

Such issues normally fall into one of three categories:
• An appeal requesting a formal review of an academic decision - where, for example, the University has made a judgement about your assessed work or progression within a course of study which you have grounds to query (see the relevant Policy on Student Academic Appeals);

• Complaints - where you are dissatisfied with the quality or standard of service that you have received from any part of the University, either academic or non-academic (see the University's Complaints Handling Procedure);

• Disciplinary cases - where the University has grounds to believe that you have conducted yourself in an unacceptable manner in either an academic or non-academic context. Academic Misconduct is dealt with under the Good Academic Practice Policy; Non-Academic Misconduct is dealt with under separate procedures.

If there are extenuating personal circumstances that may affect your academic performance or impact on your progression you must bring these to the attention of an appropriate member of staff (for example your Academic Adviser, module coordinator or the appropriate Pro Dean) as soon as possible and normally prior to completing any assessment. If you base a subsequent academic appeal on such extenuating personal circumstances, you will be required to provide valid reasons to explain why you failed to notify the examiners or other relevant persons of these circumstances prior to completing the assessment.

Using the Right Procedure.

If you are unsure whether to use the Appeals procedure or the Complaints procedure, there is a key question to ask yourself. What kind of outcome are you seeking? If you are seeking to have an academic decision changed (such as a mark or grade, or a decision about progression or termination of studies), then you must use the Appeals procedure. The permissible grounds for submitting an appeal are clearly detailed therein. If you are dissatisfied with the level of service you have received from the University, or if you believe that a service needs to be improved, or that the University has failed (for example) to follow one of its administrative processes properly, then the Complaints procedure is normally more appropriate. For matters involving teaching in general, there are also feedback opportunities through Staff-Student Consultative Councils, module questionnaires and School presidents.

You can make both a personal Complaint and an Appeal, by using both the Appeal and Complaints procedures, but it must be emphasised that changing an academic judgment or decision is not one of the outcomes from the Complaints procedure used alone.

Further guidance and support

Contact:

Iain Cupples

Student Advocate (Education) Telephone: 01334 462700 email: inc@st-andrews.ac.uk

26. Staff - Student Consultation and Contact

Feedback about our courses and programme is always encouraged:

(a) informally and individually to lecturers and tutors, to the Sub-Honours Coordinator or to the Director of Teaching;
(b) through the Philosophy School President and class representatives at meetings of the Staff-Student Consultative Committee (see below);

(c) by module questionnaires.

The Philosophy Department’s Staff-Student Consultative Committee exists to consider matters concerning the academic welfare of students in the departments. The Committee meets at least once a semester. Its student members are comprised of: two students elected from 1000-level Philosophy modules, two students elected from 2000-level Philosophy modules, four from Honours modules, two Postgraduates and one student elected from the Evening Degree programme. Details of elections to the committee will be announced by the committee’s convenor during the first few weeks of the semester.

If you wish to be nominated for election to the committee, please contact the Philosophy School President in the first instance.

All staff teaching in each semester will also attend the SCC.

The dates of the meeting of the Staff-Student Consultative Committee are as follows: Semester 1
Wednesday 10 October 2.00pm
Semester 2
Wednesday 20 February 2.00pm
All meetings will take place in room 104 in Edgecliffe.

27. Deans’ List

This is an annual award for academic excellence, promoted by the Deans of the University. Undergraduate and Postgraduate Taught students who achieve an outstanding overall result in the course of an academic year have their names inscribed on the Deans’ List, an honour which will also appear on your University transcript.

The criteria for the award are strict. Only students taking no fewer than 120 credits counting towards an approved degree programme over the course of an academic year will be eligible and all credits have to be taken within the four Faculties of the University of St Andrews. Any student who meets all the criteria and who obtains a credit-weighted mean grade of 16.5 or above for the year will be recorded on the Deans’ List. The rules will be adapted for part-time students, who must achieve the minimum credit-weighted mean grade of 16.5 in the pro-rata equivalent of 120 credits over the course of an academic year. Full details of all the criteria and conditions for the Deans’ List are available at https://www.st-andrews.ac.uk/students/academic/awards/universityprizes/deanslist/

28. Departments of Philosophy Medals, Scholarships and Prizes

The Philosophy Department awards a number of prizes and medals annually for outstanding performances by students.

28.1 Medals

• Logic and Metaphysics at first level
• Logic and Metaphysics at second level
• Moral Philosophy at first level
• Moral Philosophy at second level
• History of Philosophy at second level

28.2 Scholarships

The Lawrence G. Foster IV Memorial Scholarship has been established in memory of Lawrence Foster, a Philosophy student who sadly passed away at the end of his first year at St Andrews. The Scholarship is funded by his family and friends and is administered jointly by the Departments of Philosophy and the Foster family.

The Scholarship is intended to assist one student in Honours Philosophy who is in need of financial assistance in every academic session. It consists of a single payment of £1,800 made annually in September. The Scholarship is open to students in single and joint honours in Philosophy and both will be treated equally.

Applications for the 2019/20 award will be sought by the end of semester 2 and details on how to make an application will be circulated to eligible students during the second semester.

28.3 Prizes

• The Grieve Prize (£80) is awarded to the best student in Moral Philosophy at First Year (PY1011 and PY1013)
• The James McGlashan Scott Memorial Prize (£60) is awarded to the best student in Moral Philosophy at Second Year (PY2013).
• The Sir Henry Jones Memorial Prize (£60) is awarded to the best student at Honours in Moral Philosophy
• The Bruce of Grangehill and Falkland Prize (£100) is to the best student in Second Year Logic Classes
• The Evening Degree Prize (£80) is awarded to the best student on the Evening Degree.
• The Gray Prize is awarded annually for the best dissertation (either full year or single semester) in Philosophy.
• The Honours Prize (£100) is awarded to the best student in Honours Philosophy. 42

29 The Honours Prize Seminar

The Honours Prize Seminar was introduced in 2010/11. Philosophy PhD students compete to win the Prize which will award them the opportunity to run a seminar series in semester 2 for senior Honours students.

The seminar series will consist of five 2-hour seminars to be offered to senior Honours students on a voluntary basis (i.e. not for credit). Senior Honours students who sign up will be expected to prepare for each seminar and to participate actively in discussion. Those students who meet these requirements will have their participation in the seminar recorded on their Higher Education Achievement Report (HEAR).
Full details on the topic and seminar leader for the 2018-19 Honours Prize Seminar will be circulated to all eligible students at the start of semester 2.

30. Progression to the SASP MLitt/MPhil

To progress to the MLitt or MPhil you must follow the normal application process. This involves two references, a writing sample, and a transcript of your grades.

31. Philosophy Seminars and Events

The St Andrews Philosophy Club meets several times each semester, usually on Wednesday afternoons, for papers by visiting speakers. The full programme for 2018-19 can be found on-line at:

http://www.st-andrews.ac.uk/philosophy/dept/phclub/

The Department of Philosophy at Stirling holds its visiting speaker seminars on Thursday afternoons. The full programme for 2018-19 can be found on-line at:

http://www.stir.ac.uk/arts-humanities/news-and-events/

St Andrews also has a weekly seminar run by and for the research students, meeting Friday afternoons, to which everyone is welcome. Full details, including a sign-up for seminars, can be found on-line at:

https://sites.google.com/site/standrewsfridayseminar/

Arché runs a variety of informal seminars and discussion groups. The latest Arché seminar /events programme can be found on-line at:

https://www.st-andrews.ac.uk/arche/

Information about the Centre for Ethics, Philosophy and Public Affairs (CEPPA) and its conferences and workshops can be found at:

https://ceppa.wp.st-andrews.ac.uk

There are additional philosophy events of interest to postgraduate students, such as conferences, reading parties and special lectures featuring visiting and internal speakers. You are warmly encouraged to attend any of these events.


Tutorials and seminars are meant to promote constructive philosophical discussion. It is important when sharing views and arguments that you respect your peers by acknowledging their contributions, allowing everyone an opportunity to contribute and show respect over sensitive topics. Here are some things to keep in mind:

1. Respect
   1. Be nice.

2. Don't be incredulous, roll your eyes, make faces, laugh at a participant, or start side conversations.
3. Don't present objections as flat dismissals (leave open the possibility that there's a response).

4. Don't speak over others, especially toward the beginning of an exchange (there's more room for back and forth with interruption later, but it's always good to let people get their point out first).

5. It's good to acknowledge your interlocutor's insights as well as those of previous contributors.

II. Constructiveness

1. Objections are fine, but it's also always OK to build on a speaker's project. Even objections can often be cast in a constructive way, and even destructive objections can often be usefully accompanied by a positive insight suggested by the objection.

2. If you find yourself thinking that the project is worth less and there is nothing to be learned from it, think twice before asking your question.

3. There's no need to keep pressing the same objection (individually or collectively).

4. Do ask questions about other discussants' ideas or arguments. Ask to clarify if you do not comprehend everything, or ask how they would respond to a certain counter-argument.

5. Do think of the best possible ways to defend your interlocutor's position, even if their defense is not sufficiently strong enough in your estimation.

III. Inclusiveness

1. Don't dominate the discussion.

2. Try not to let your question (or your answer) run on forever. Raise one question per question (follow-ups developing a line of thought are OK, but questions on separate topics can wait).

3. It's OK to ask a question that you think may be unsophisticated or uninformed.

4. Don't use unnecessarily offensive examples.

It is worth remembering that there can be reasonable disagreement on the guidelines, and that violating them doesn't automatically make you a bad person. If you have any thoughts on this, want to report something, or if you just need to talk to someone, you're always welcome to contact the Society for Women and Minorities in Philosophy: swmphil@st-andrews.ac.uk

33. Appendix: Mark Descriptors.

See: p.38 of:

https://www.st-andrews.ac.uk/philosophy/docs/1819/undergraduate.pdf